

Module Details	
Module Title	Leading Change in Practice
Module Code	DEM7020-E
Academic Year	2022/3
Credits	60
School	Centre for Applied Dementia Studies
FHEQ Level	FHEQ Level 7

Contact Hours	
Type	Hours
Online Tutorials (Synchronous)	16
Directed Study	584

Availability	
Occurrence	Location / Period
DLA	University of Bradford / Academic Year

Module Aims
To enable students to build on learning from previous modules, to apply this learning in practice and acquire new knowledge in order to implement and evaluate a small-scale practice development project relating to a specific area of concern or development need.

Outline Syllabus
Identification of an appropriate aspect of a service that requires development. Applying previous learning in sourcing and evaluating sources to identify an evidence-based solution to the problem identified. Literature searching and reviewing. Identifying methods for pre and post evaluation of a service development initiative. Design of simple questionnaires, interview and focus group schedules, and observations. Creative methods for involving people with dementia in the evaluation of services. Implementing an evidence-based service development initiative. Ethical principles in the context of service development. Identifying and addressing potential obstacles and supports to practice development. Models of leadership and management. Identification and analysis of strengths, weaknesses, opportunities and threats in the context of dementia service development. Leading a small-scale change project. Analysing and presenting quantitative and qualitative evaluative data. Drawing conclusions about the effectiveness of the change initiative and its impact on practice. Methods and approaches for disseminating findings.

Learning Outcomes	
Outcome Number	Description
01	Identify and Implement a small-scale change on an area of concern or development need within own area of practice.
02	Develop appropriate project aims and objectives.
03	Conduct a critical literature review on a relevant subject in order to assess the evidence base and identify an evidence-based practice development initiative.
04	Critically apply relevant theory related to a bio-psycho-social model of dementia to identity and evaluate a specific area for practice change.
05	Identify and critically appraise suitable methods for evaluating practice improvement initiatives.
06	Demonstrate innovation and leadership skills in addressing key issues in dementia services development.
07	Anticipate the ethically sensitive practical work that is involved in the implementation of a change project and identify strategies to address aspects of organisational culture which may impede progress.
08	Use SWOT analysis and SMART action planning in the process of developing feasible practice change initiatives.
09	Synthesise findings of the practice change and its relation to the wider field of dementia care practice
10	Use appropriate, individualised creative methods for meaningful involvement of people with dementia.
11	Show problem solving skills
12	Communicate effectively when reporting on project work, using a variety of presentation techniques.
13	Apply theory to a practice.
14	Manage own learning.
15	Present evidence from a range of sources in a variety of ways.
16	Construct sound written arguments.

Learning, Teaching and Assessment Strategy

In order to take this module you will need regular and ongoing contact with people living with dementia in a paid or voluntary position. This must be in place before you start the module.

The module builds on the work from years 1 and 2 of the programme; it requires students to engage with the evidence base, and to employ a variety of research-informed methods to propose a novel service development initiative, and the means of evaluating its effectiveness in practice.

All learning outcomes for the module are addressed through a combination of activities: independent completion of tasks and activities provided in the module study guide, practice based work, online resources (such as selected reading, video and audio files), and online group based discussions using Canvas as the virtual learning platform.

The module consists of 600 study hours. Students are expected to spend 584 hours in self-study, and 16 hours in formative scheduled learning activities (discussion forums, tutorials and formative assignment preparation) which consolidate learning and provide opportunities for discussion, peer support and interaction.

All learning outcomes are assessed via a summative project report, a proposal for a service evaluation (15000 words).

Each student will be assigned an individual supervisor, who will guide them through the proposal development process, helping them to identify an area for practice improvement, to identify their aims and objectives, propose methods for data collection and evaluation and advise on how to write the final assignment.

Feedback is provided on all activities: written/audio peer and tutor feedback on the six discussion groups, oral feedback during online tutorials, and written developmental tutor feedback on the formative and summative assignments, and written feedback on the summary from a person living with dementia, or family member.

Mode of Assessment

Type	Method	Description	Weighting
Summative	Dissertation or Project Report	Summative Assessment: Written Report on a small-scale change project 15,000 words)	100%

Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.